DOCUMENT RESUME

ED 059 976 SP 005 581

TITLE	Implementation Plan 1971-72 for School Psychology Program.
INSTITUTION	Tennessee Appalachia Educational Cooperative, Oak Ridge.
PUB DATE	71
NOTE	9p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Clinical Experience; *Internship Programs; *Program Descriptions; *Psychological Services; *School Services

ABSTRACT

The implementation of the intern program described in this document was based on information collected from superintendents and psychological personnel, the state department of education, and teachers and other school personnel. The activities in which the interns participated included PTA meetings, faculty meetings, in-service days, home visits, etc. The duties of the interns are given in detail, and cover meetings with school staff, the development of implementation plans, coordination of the program, and testing and consulting. Three appendixes contain a) the school psychological internship supervision-consultant plans, and a partial listing of the consultants; b) experiences interns must have while on an internship; and c) improvements in the 1971-72 program suggested by interns of the 1970-71 program. (MBM)

ED 059976

IMPLEMENTATION PLAN - 1971 - 72

for

SCHOOL PSYCHOLOGY PROGRAM

by

TENNESSEE APPALACHIA EDUCATIONAL COOPERATIVE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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Information concerning the needs of the particular systems and the common needs of all the systems has been gathered from the following sources:

1. Superintendents and Psychological Personnel

   Meetings have been held with the Superintendents, their designated contact within their system and the TAEC Coordinator and Interns. A series of on-going meetings have been established and will be scheduled of and when the implementation requires.

2. State Department

   Several meetings with the State Department representatives, notably Commissioner Stimbert and Dr. Willis Nowell have been held. Close communication with the State Department of Education is required.

3. Teachers and Other School Personnel

   A questionnaire asking for problem area identification was given to all school personnel who attneded the common in-service training program on August 26, 1970. Arrangements have been made to provide methods of attack on those problems and other problem areas recognized since that time, additional plans have been made to deal realistically with disclosures brought about as a result of the teacher and student survey activities of the Cooperative. The strengths of the local systems will also be put to better use as a result of these survey activities.

The results of our contacts with the Superintendents and the State Department, and last year's internship program suggest the following method of attack and Intern deployment. For the first part of their internship period the interns will be in an introductory session at the Cooperative, in order to familiarize themselves with the systems and other agencies which comprise the Cooperative, formulation of specific plans and identification of agencies other than the school systems which will be used during the 1971-72 internship year. This training will continue throughout the year by means of a series of workshops. The training is funded through an EPDA-B2 Program. The Supervision program is included (Appendix A.)

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The person designated as contact for each system to the Tennessee Appalachia Educational Cooperative Psychological Internship Program is as follows:

Morgan County	Mrs. Virginia England
Roane County	Mr. Jim Estes
Rockwood City	Mr. Clarence Byrd
Harriman City	Mr. Roy Johnson
Clinton City	Mr. Paul Pratt
Anderson County	Mr. Steve Brody
Oak Ridge City	Mrs. Sara Ketron

The formulation of a specific calendar of appointments for specific schools will of necessity be done after the interns have entered the systems. The interns will be in the system four days per week with one full day per week set aside for supervision outside the system.

The interns are committed to participate in the activities designated by the superintendent or the TAEC contact for that area. These activities will include, PTA meetings, faculty meetings, in-service days, home visits, etc. Therefore, the arrangement for reporting can be agreed upon between area contact, intern and the TAEC director. Interns will report to the TAEC Headquarters each day at 8:30 a.m. They will leave here in order to keep appointments at specific schools. A listing of the suggestions for the improvements of this year's program is included in Appendix C.

Personal absences, due to illness, emergency, and other legitimate causes will be resolved between the area contacts, superintendents, interns and the TAEC Psychological Services Director. If the area contact, principal, or superintendent has questions concerning the whereabouts of their intern they should immediately contact the Cooperative Psychological Services Director at 482-3481, Oak Ridge. The interns will be assigned to the local contact person. He may further assign the intern to others on a regular basis. It is imperative that the location of the intern be clearly known at all times to the Cooperative Coordinator and the local school system.

Note to Principals:

All activities of the interns are according to the directions of the superintendent and psychological contact person from each system. All requests for service must come to the Cooperative from these persons. They make the final decisions in each case of the delineated activities in any system.

Student Evaluation Procedure

1. Superintendent or designated representative will complete the Public School (PS) 500 Form. A PS-500 Form is included for illustration (Appendix D).

2. Completed PS 500 Form, as a request for psychological evaluation, will be sent to the State Department of Education, Attention: Mrs. Robin Ahern, Area of Psychological Services, 132-D Cordell Hull Building.

3. If the testing can be done by the intern, with due regard for the range of experiences needed, the tests will be done by the intern.

The interns will work in the following manner:

1. The interns and the TAEC Coordinator will meet with each participating superintendent and staff. The purpose of such a meeting will be to determine the general areas in which psychological services are needed by the respective school system. Results from previously administered and analyzed questionnaires will be utilized to assist in decision making. Also, various alternative solutions or implementation plans might be discussed.

2. The interns, as a group, will develop alternative implementation plans. At this point, an intern will assume the responsibility to meet once again with the superintendent and his designated staff members to discuss proposed alternative plans.

3. Each intern, after the initial meeting with the superintendent and his staff, will report to the other interns and the TAEC Coordinator. If modifications appear necessary before approval, such changes will be discussed with appropriate personnel in the respoective school system.

4. One of the interns will become the intern coordinator for a program. Based on ability and personal interest, this person will assume such responsibility.

5. Any large scale program testing or required consulting - especially at the onset of the sub-program, will be performed by all interns. As the program develops into later stages, the Intern Coordinator will assume greater responsibility. When the personal interests of the intern and the needs of the designated system coincide, the intern will be allowed to develop, implement, and evaluate appropriate programs.

6. Throughout the implementation period, the Intern Coordinator meets regularly with his supportive staff. Included in this body are paid consultants, the other interns, the TAEC Coordinator and the University of Tennessee School Psychological Program Director.

7. The procedure outlined in the above seven steps is repeated in each participating school system. Each time a different Intern becomes program Coordinator and thus, assumes responsibility for implementation and evaluation.

Concern is given to meeting the needs of participating school systems while exposing the Interns to a variety of experience with concentrated employment in one or more areas during the year. At the end of this plan in Appendix B, is a list and explanation of the required experiences for interns while on an internship experience. These experience requirements must be met.

APPENDIX A

Tennessee Appalachia School Psychological Internship Supervision - Consultant Plans

Oak Ridge Mental Health Center

Scheduled Mornings - Sessions with Staff Members

Scheduled Afternoons - Pairing with a leader in a weekly session of group therapy.

University of Tennessee Psychology Department

Scheduled Days with Dr. Wiberley

Tennessee Appalachia Educational Cooperative

Three (3) full-time resource persons available at any time.

Local Systems

Appointment basis for interns to meet with appropriate Central Office personnel in all participating systems.

Special Area Consultants

Scheduled days in conjunction with special subject needs.
See accompanying list of available consultants.

The local system contact to the psychology program or their alternate is invited to attend the supervision sessions, unless otherwise notified.

A Partial Listing of the
Consultants to the Psychology Program - 1971-72

Name	Subject	Department	Phone
Dr. Lawrence DeRidder	Curriculum	Head, Dept. of Ed. Psych. U.T.	974-5131
Dr. Sharon Lord	Reading	Assistant Prof. Ed. Psych & Guidance	5448
Dr. J. Estill Alexander	Reading	Assistant Prof., Curriculum & Instruction	2431
Dr. Harold Peterson	Speech & Heading	Assistant Prof., Dept. Audio & Speech Path	5451
Dr. John Ray	Statistical Design	Associate Prof., Curriculum & Instruction	3165
Dr. Carl W. Asp	Speech & Hearing	Dept. of Audio & Speech Path, Assoc-Prof.	5489
Dr. William Calhoun	Statistical Design	Associate Professor of Psychology	2531
Mrs. Ann Strain	Special Education	Instructor McCallie School, 806 Gratz St. Knoxville	523-7916
Dr. F. M. Trusty	Sensitivity	Prof., Dept. of Ed.Admin. & Supervision	2214
Dr. Robert Wahler	Behavior Mod	Prof., Psych Clinic, 1303 Cumberland Ave	2165
Dr. William H. Cormier	Behavior Mod	Assistant Prof., Ed. Psychology	5131
Dr. Eugene E. Doll	Mental Retard-EMR	Associate Professor of Special Education	2321
Dr. William Holbert	Voc. Rehab.	Coordinator, Rehab Counselor Education	2351
Dr. David Gumpper	Community Psych	Assistant Professor of Psychology	
Dr. Charles M. Achilles	Proposal Writing	Assist. Prof. & Acting Director Bur. Research and Service, U. T.	2272
Dr. Roger Frey	Special Education	Professor of Special Education	2321
Dr. Frederick Venditti	Equal Opportunities	Director, Equal Opportunities Center	2217
Dr. Everett Myer	Equal Opportunities	Assoc. Director, Equal Opportunities Center	2217
Dr. Harold Luper	Speech & Hearing	Prof. & Head, Dept. Audio & Speech Path	5452
Dr. Larry Hughes	Administration	Prof. Head, Dept. Admin. & Supervision	2214
Dr. William VerPlanck	Academic Relations	Professor, Head, Dept. of Psychology, U.T.	2531

(University Telephone Numbers Prefixed 974)

(Other consultants may be called if necessary)

APPENDIX B

Experiences Intern Must Have While On an Internship

A. Appraisal and Referral:

Comprehensive performance evaluation of students with opportunities to follow up recommendations.

B. Group Testing:

Administration of aptitude and/or achievement tests in a group setting.

C. Staff Consultation:

Meet, discuss, and attack problems with teachers and administrators.

D. Parent Consultation:

P. T. A., home visits, conferences with parents.

E. In-Service Training:

Participate meaningfully in planning and carrying out in-service training activities.

F. Research:

Research is to be encouraged only if the intern spends no more than 10% at a maximum of his time in research activities.

G. Special Education:

This means visiting and/or contribution to the understanding and teaching Special Education, not constantly testing for Special Education placement.

H. Counseling & Psychotherapy

These activities can be met in more than one system if there is significant cooperation betwween systems. If the intern is to spend all his time in one system, then that one system must make allowances for all these activities to be practiced.

APPENDIX C

Improvements in 1971-72 Program Suggested by Interns of 1970-71 Internship

Suggestions	Action
1. Full-Time Supervision	We have improved field supervision but we cannot offer full-time supervision.
2. Staff Meeting Changes	Interns will attend weekly staff meetings of one hour's duration. Additionally, weekly meetings of interns only will be held.
3. Improved Write-Up Forms	New write-up forms for reports were tested and agreed upon. This form meets State requirements.
4. Supervision Increase	More visits to facilities such as DARC are planned for earlier in the year.
5. Areas of Needed Experience	Implementation plan clearly spells out needed areas of experience.
6. Research Opportunities	Interns are still refrained from disseration and thesis research while on internship.
7. Intern Placement	Systems and Interns will agree on specific placement of personnel rather than arbitrary assignment.
8. Clarity of Forms and Procedures	Systems must provide completed PS-500's, if any testing is to be done.
9. Teacher Contact	We request the expanded opportunity to meet with faculty and staff in workshop or in-service arrangements.
10. Testing for Special Education Placement, Primarily	There is a drastic reduction in the amount of time allocated for large scale testing activity.

A major improvement is undoubtedly going to be the simple addition of one year experience in dealing with school psychologists. Though, I would prefer to indicate specifically every detailed improvement, I realize that is impossible to do so. There is a myriad of adjustments, facilitations, and changes one makes which one simply cannot dredge up from memory.

PS 500
11/69

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
AREA OF PSYCHOLOGICAL SERVICES

This form is to be used for referring public school pupils for psychological examination. The form must be completed by the superintendent or his designated representative.

SECTION I

School System_____ School_____

Child's Name_____ Sex_____ Race_____ Age___

Guardian (s)_____ Relation to child_____

Father's Name_____ Address_____

Father's Occupation_____ Age___

Mother's Name_____ Address_____

Mother's Occupation_____ Age___

SECTION II

Referred for: (Check one or more)

Mentally Handicapped_____ Underachievement_____ Problem Behavior_____

Perceptual Disorders_____ Emotionally Handicapped_____ Physically Handicapped_____

Other Conditions_____

Reasons for Referral:_____

_____

_____

_____

SECTION III

School Information: Grades Retained_____ Number of years in present grade_____

Academic Grades: Reading_____ Spelling_____ Arithmetic_____

Achievement Scores: Reading_____ Spelling_____ Arithmetic_____

Name of Achievement Test Used:_____

SECTION IV

Family History_____

_____

_____

_____

_____

Results of Previous Psychological Evaluations: _____

_____

_____

_____

SECTION V

Medical Information (Specific diagnosis if possible): _____

_____

_____

_____

_____

_____

Date of birth _____

Sensory-Motor Disorders

Visual _____ Speech _____

Auditory _____ Motor _____

Examined by: _____
(Type or print name of physician)

SECTION VI

I hereby give my consent for the above named child to be given a physical and psychological examination. I certify that I am the parent or guardian of the above named child.

Signed _____ Date _____
(Parent or Guardian)

Approved by _____ Date _____
(School Superintendent)

Attach a recent picture of child to be examined

Please return to:

State Department of Education
Area of Psychological Services
132-D Cordell Hull Building
Nashville, Tennessee 37219